INCREASING STUDENTS' READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT THROUGH RECIPROCAL TEACHING TECHNIQUE AT THE FIRST YEAR OF MA NURUL ULUM KOTAGAJAH

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Abstract: This research was conducted based on the consideration that students still got low scores in reading comprehension test. There were many factors that influenced students' problems in comprehending the reading text, e.g. the use of teaching strategy. One of strategies which considered applicable and useful in increasing students' reading comprehension achievement is reciprocal teaching technique. Therefore, this research was intended to find out whether there was a difference in students' reading comprehension achievement before and after being taught through reciprocal teaching technique and to investigate the students' activity in teaching learning process using reciprocal teaching technique.
The researcher administered this research at MA Nurul Ulum Kotagajah, Lampung Tengah. The participants included one class at the first year. A pre test-post test control group design was applied in this quantitative research. The data which were collected were analyzed by using Repeated Measure t-test with Statistically Package for Social Science (SPSS) version 16.0.

Based on the calculation of t-test, the result showed that the students' mean score of post test in experimental class (75.43%) was higher than pre test (51.32%) with the gained score was 24.11%. In which significance was determined by p<0.05. The t-test revealed that the result was significant (p=000). It showed that hypothesis was accepted, since there was a difference in students' reading comprehension achievement before and after being taught through reciprocal teaching technique. It was proved that, reciprocal teaching technique was effective in increasing students' reading comprehension achievement and also can improve students' activity in teaching learning process. Thus, it is concluded that reciprocal teaching technique can be applied and recommended as a reference to teach English in reading class, especially in narrative text.

Keywords: reciprocal teaching technique, reading, narrative text.

MENINGKATKAN MEMBACA PEMAHAMAN TEKS MELALUI TEKNIK RESIPROKAL PADA SISWA KELAS SATU MA NURUL ULUM KOTAGAJAH

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Abstract: Penelitian ini dilakukan berdasarkan pertimbangan bahwa siswa masih mendapat nilai rendah dalam tes pemahaman membaca. Ada banyak faktor yang mempengaruhi masalah siswa dalam memahami teks bacaan, misalnya penggunaan strategi pembelajaran. Salah satu strategi yang dianggap dapat di terapkan dan berguna dalam pencapaian pemahaman siswa dalam meningkatkan pemahaman membaca adalah reciprocal teaching technique. Oleh karena itu, penelitian ini bertujuan untuk mengetahui apakah ada perbedaan prestasi pemahaman membaca siswa sebelum dan setelah diajarkan melalui reciprocal teaching technique dan untuk melihat aktivitas siswa dalam proses belajar mengajar menggunakan reciprocal teaching technique.
Peneliti melaksanakan penelitian ini di MA Nurul Ulum Kotagajah, Lampung Tengah. Para pesertanya satu kelas yaitu siswa kelas 1. Sebuah pretes-posttest desain control group yang diterapkan dalam penelitian kuantitatif ini. Data yang dikumpulkan dianalisis dengan menggunakan Ukur berulang t-test dengan statistik Paket Sosial Sains (SPSS) versi 16.0.

Berdasarkan perhitungan t-test, hasilnya menunjukkan bahwa nilai rata-rata siswa dari postest kelas eksperimen (75,43%) lebih tinggi dibandingkan dengan pre test (51.32%) dengan kenaikan yang diperoleh adalah 24,11%. Di mana signifikansi ditentukan oleh $p < 0,05$. The t-test menunjukkan bahwa hasilnya signifikan ($p = 000$). Hal ini menunjukkan bahwa hipotesis diterima, karena ada perbedaan dalam pencapaian pemahaman membaca siswa sebelum dan sesudah diajarkan melalui reciprocal teaching technique. Itu membuktikan bahwa, reciprocal teaching technique efektif dalam meningkatkan prestasi pemahaman membaca siswa dan juga dapat meningkatkan aktivitas siswa dalam proses belajar mengajar. Dengan demikian, dapat disimpulkan bahwa reciprocal teaching technique dapat diterapkan dan direkomendasikan sebagai referensi untuk mengajar Bahasa Inggris di kelas membaca, terutama dalam membaca teks narrative.

Keywords: reciprocal teaching technique, membaca, narrative text.

INTRODUCTION

English, as an international language, is used in many fields all over the world. It is also a fact that English is widely needed by people, for example to transfer new modern science, technology, and information. Transferring new modern science, technology, and information can be done through reading process. Based on these facts the writer considered that reading is a very important skill in order to increase our knowledge and way of thinking. Regarding its importance, the government of Indonesia decided to put English as a compulsory subject because English is considered as the first foreign language.

There are four skills of language to be mastered in learning English, i.e. listening, speaking, reading, and writing. Based on the reason the students are expected to read information which are mostly written in English, reading dominates the teaching materials in almost English textbook.

According to the writer's experience when she did the field practice program, it was found that most of students could not achieve those mentioned objectives as they were supposed to be. This condition might be due to a number of factors such as lack of vocabulary, inappropriate use of media, ineffective strategy used by the teacher, and the minimum availability of learning facilities. Those factors were dependent on each other and affected the process of reading. Due to this condition, the researcher focused on one of those factors i.e., the strategy. As it was found that the teachers in the school did not teach reading comprehension using an appropriate strategy to help the students understood reading comprehension easier.

As a matter of fact, reading can be taught through reciprocal teaching technique. This strategy was firstly introduced by Palinscar and Brown (1984). Teacher used this strategy to motivate students to understand and comprehend the text. In this strategy, the students was brought into an interesting situation and enjoyable situation so that the students was easier to comprehend the meaning and find out the main idea of the text.

Based on the researcher's observation and interview to the first year students and English teacher of MA Nurul Ulum Kotagajah on 5th April 2012, the researcher got information that the students got difficulty to understand the meaning and to comprehend the text when they have the reading test .

From the problems above, the researcher tried to solve the problems by having a technique that is reciprocal teaching technique in teaching reading comprehension. The researcher used this technique to find out whether there was an increasing students' reading comprehension achievement.

In line with the background of the problems, the following problems can be identified:

1. Students get difficulties in comprehending the reading text. They get difficulties in getting information from the text, finding the details, finding the main ideas, the answer to the questions based on the text and making inference from the text. As the results, the students get difficulties in retelling or in tranferring the information from the text.

2. Students get difficulties in comprehending English materials because there might be some misunderstandings between students with their English teacher in the teaching learning interaction.

3. Students' motivations in learning English are still low.

4. Students have negative attitude in learning English. The students are lazy to read a book or their interest of reading a book is very low.

5. The students are lack of vocabulary.

METHOD

In doing this research, the researcher conducted quantitative research based on the experimental class. The researcher applied one group pretest-posttest design. The researcher selected two classes, one as try out class and another as the experimental class. The researcher conducted this research to see whether there is significant increase of students' reading comprehension achievement after being

taught through reciprocal teaching technique. The researcher conducted pretest, three treatments, and posttest. In this design, pretest and posttest were administered to see whether reciprocal teaching technique could be used to increase students' reading comprehension achievement.

The design of the research is as follows:

T1   X   T2

Where:

T1   = Pretest

X   = Treatments (using reciprocal teaching technique)

T2   = Posttest

(Hatch and Farhady, 1982: 20)

To make this research ran well, it was suggested to make the research procedures, they are:

1. Determining the research problems

   The problem of the research intended to find out whether reciprocal teaching technique could increase students' reading comprehension achievement of narrative text significantly.

2. Determining the population and sample

   The population of this research was all the first year students of MA Nurul Ulum Kotagajah. There were three classes in which each of them consists of 35-38 students. One class of them were used as the sample. The class was selected randomly by using lottery since there was no stratified and priority class. The researcher used this technique because all of the classes of the first year students had the same opportunity to be a subject of this research.

3. Selecting and determining the materials

The materials in this research were based on the school based curriculum (KTSP) 2006 for the first year students. The materials were taken from textbook and internet. The topics were about reading. The researcher used one type of reading text that was narrative text.

4. Determining the research instrument

It was conducted to measure the reliability of pretest and posttest and to make sure whether the test was good or bad for the students. The test was tried out to the students whose level was equal to the sample of the research. It was administered to find out the quality of the test before it was used, whether the items were good or not in validity, reliability, level of difficulty, and the discrimination power. The test was multiple choices that consist of forty items with four alternative options A, B, C, D. The try out test was conducted for sixty minutes.

5. Administering the pretest

The pretest was administered from the result of try out test by preparing how many items, and what material that was given to the students before treatments. The test was multiple choices that consist of thirty items and it was conducted for forty five minutes.

6. Conducting the treatments

After giving the pretest to the students, the researcher conducted the treatment for three meetings, which took 90 minutes in every meeting. The researcher taught reading comprehension of narrative text by using reciprocal teaching technique to the students in the experimental class.

7. Administering the posttest

Posttest was used to evaluate the students' reading comprehension achievement after giving the treatments. The test was multiple choices that consist of thirty items and it was conducted for forty five minutes.

8. Analyzing the data

Both of pretest and posttest results of the class were analyzed by using Repeated Measures t-test to compare the data of the two means score (Hatch and Farhady, 1982:108). The researcher analyzed the improvement by comparing the scores of pretest and posttest from the experimental class. If the score of posttest is better than pretest, it means that there is a progress of the students' reading comprehension achievement.

The data was analyzed in order to see whether the students' reading comprehension achievement is increase or not. The researcher examined the students' scores using the following steps:

1. Scoring the pre-test and post-test.

2. Tabulating the result of the test and calculating the scores of the pretest and posttest.

3. Drawing conclusion from the tabulted-result of the pretest and posttest will be administered, that is by statistically analyzing the data using statistical computerization. i.e. Repeat Measure T-Test of Statistical Package for Social Science (SPSS) version 16.0 for windows to test whether the improve of students' gain is significant or not, in which the significance is determined by $p > 0.05$. It is uses as the data come from the two samples. (Hatch and Farhady, 1982:111).
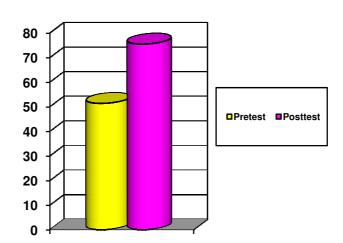
RESULT AND DISCUSSION

The result of the research indicates that the increase of students' reading comprehension scores in the experimental class after treatments was significant. It can be seen from the following data, the increase is from 51.32% up to 75.43%. The gain is 24.11%, i.e. $p = 0.00$, $(p < 0.005)$ based on the hypothesis testing. It

proved that H_1 of this research was accepted. As mention before, there is a significant increase of students' reading comprehension achievement after being taught through reciprocal teaching technique. The results were obtained by examining the hypothesis of the research and the increase of students' average score in pretest and posttest. The findings of this research confirmed the previous study (Handayani, A. 2005) that reciprocal teaching technique had given a good benefit to the students, the students got progress on their reading comprehension achievement after they were taught through reciprocal teaching technique.

In reciprocal teaching technique, there were four instruction strategies (predicting, questioning, clarifying and summarizing) were taught through a series of dialogues between teacher and students or students and students in whole class-instruction or small group activities. The teacher was led the discussion in the initial dialogues and after those four intraction strategies were taught, the teacher gradually faced her support and guidance, and then the students take turns as discussion leader. Throughout these dialogues, the teacher is modeling how to go about applying those four intraction strategies when reading.

After conducting the three treatments, the posttest was administered. Based on the result of the posttest, it showed that in general, the students in the experimental class could answer for about 75.43% of the whole posttest items correctly. The students' increase between pretest and posttest could be seen on the Graph 1 below:

Graph 1. The Increase of Pretest and Posttest Score

Mean(m)

From the description, it can be found that there was a significant increase in the mean score between pretest and posttest. The researcher found that there is a difference of students' reading comprehension achievement before and after being taught through reciprocal teaching technique. It is taken from hypothesis testing. It indicates that the hypothesis proposed is accepted. There was a significant increase in students' achievement after the treatment. In other words, reciprocal teaching technique was an effective technique in increasing students' reading comprehension achievement of narrative text. This is in line with the result of the research which had done by Palinscar and Brown (1984) stating that the implementation of RTT was effective in teaching reading but time-consuming for teacher.

The use of reciprocal teaching technique could challenge the students. It could be seen from the enthusiasm and their participation in the teaching learning process. The students got the information from the discussion among the students so that the students were interested in the lesson. Then, they got a high chance to success.

Aside the strength given, there were also some weaknesses encountered in applying reciprocal teachning technique. The students were easy to chat turns the atmosphere into noisy. It made other students feel disturbed and difficult to concentrate. Furthermore, the target material could not be explained fully because the limitation of time. The researcher needed more time to continue the process of learning. This finding was in line with the previous research finding by Palinscar and Brown (1984) stating that the implementation of RTT was effective in teaching content but time-consuming for teacher. Nevertheles, reciprocal teaching technique is a worthy technique that is appropriate and possible to use to increase students' reading comprehension achievement significantly.

CONCLUSIONS AND SUGGESTIONS
Conclusions
Based on the result of the data analysis and discussion, the researcher draws a major conclusion as follow:

There was an increase of students' reading comprehension achievement after being taught through reciprocal teaching technique. This could be seen from the T-test results which showed that the students' mean score of posttest in experimental class (75.43%) was higher than pretest (51.32%) with the gained score was 24.11%. The T-test revealed that the result was significant in which significance was determined by $p < 0.05$, $p = .000$. Thus, the proposed hypothesis was accepted.

Furthermore, the researcher also draws the following supporting conclusions:

1. RTT is appropriate and effective to be used in increasing students' reading comprehension achievement; it is intended to make them actively involved in the process of learning.

2. RTT provides meaningful roles for the students within the groups. It makes each of them to be more active and independent reader.

Suggestions

By considering the conclusions above, the researcher proposes some suggestion as follow:

1. English teachers of Senior High School are suggested to use RTT as an alternative tool for teaching reading comprehension to students since, based on the result, it is found that RTT can be used to increase students' reading comprehension.

2. In future research, it would be valuable to conduct the research in longer period of time. In the present research it was completed in only three meetings, which did not appear to be an optimal time to conduct this research. It may be important to replicate the present research with different participant but the same conditions and examine the analysis of students' interaction.

3. In future research, the researcher should also control the activity in groups, so that the class would not be too noisy and not to be time-consuming. In this research, the students should be focused in specific information of reading aspects.

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